|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 1 – Middle and High School**  **Novice Performance Range** | | | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **AP Theme** | Personal & Public Identities | Global Challenges | Family & Communities | Contemporary Life | Global Challenges | Contemporary Life |
| **Topic** | Global Citizenship | Schooling around the World | Family & Friends | All Work & No Play | Consumerism | Vacation Time |
| **Essential Question** | Who am I? Who are you? | What role does school play in our lives? | How are we connected to others? | How does where I live influence what I do? | What type of consumer am I? | What is an ideal vacation? |
| **Unit Goals**  *Learners will be able to:* | * Greet and say goodbye to others and introduce themselves using appropriate norms of address * Exchange information about themselves as they get to know others - name, age, nationality, country * Ask for and give likes and dislikes * Acknowledge others’ likes/dislikes briefly * Use numbers in context; compare themselves to simple statistics about the world/country as a village * Describe my community/state in terms of nationalities and languages spoken * Respond and use classroom language | * Explain their feelings about school, commenting on likes and dislikes with regard to school * Comment on what they need to learn and what they do to learn; supplies and actions * Make comparisons between their school life and school life in the target culture; classrooms and schedules * Comment on how children go to school and make comparisons to their lives * Comment on literacy rates and who goes to school * Share information about their school with others; places in building | * Identify family members by relationship * Describe physical and personality traits of family, friends and pets; characteristics of a good friend/bad friend * Compare the importance of pets in different cultures * Explain who you consider family/your community and connections. * Ask and respond to questions about what I do with my family, friends, and others * Discuss family celebrations and traditions including foods * Explain why we celebrate an International Day of Families | * Explain how they spend their days - activities, sports, meals, social media habits, volunteering, etc. * Express frequency saying how often they do certain things * Make plans arranging specific details * Explain how their daily routine is similar to and different from other young people in the world * Explain the daily routines of American culture to someone from another country * Comment on how socioeconomics impact the daily routines of young people around the world | * Identify items they need and items they want (Maslow's Hierarchy of Needs) * Comment on what they need/want and explain why * Explain their shopping habits commenting on type of stores and spending * Compare typical possessions found in different cultures (If the World were a Village) * Say where their favorite possessions are from * Identify the cost of similar items in different countries * Make purchases online and in person according to a budget and discuss cost | * Describe the current weather for a location; determine packing list * Compare/contrast climate and geographical features * Give reasons for their travel preferences - weather, activities, learning experiences, helping others, past experiences, etc. * Describe past and future vacations sharing simple details (when, where, why, with whom, what they did, how it was, what they are going to do) * Make, accept and refuse suggestions based on what they and others want or like to do on vacation * Name, locate popular vacation destinations in target cultures   and provide some details |
| **Functions**  *Learners will be:* | * Listing * Asking and answering questions * Expressing likes and dislikes * Reacting to statements * Comparing | * Asking and answering questions * Expressing likes and dislikes * Expressing needs * Stating simple opinions * Comparing | * Asking and answering questions * Describing * Stating preferences * Stating simple opinions * Comparing | * Asking and answering questions * Describing * Expressing frequency * Making plans * Stating simple opinions * Comparing | * Asking and answering questions * Describing possessions * Expressing needs and wants * Stating simple opinions * Comparing | * Asking and answering questions * Describing * Stating preferences * Stating simple opinions * Comparing * Narrating |

**Level 1 Comments:**

* Goals should address all 5 goal areas of the World-Readiness Standards. I added some elements highlighted in yellow. This was usually to address a missing goal. One way to think about unit content is to make sure that a unit addresses self, community and the world. It’s not always possible, but we can try.
* Unit goals and functions were overlapping so I opted to consolidate into goals. You do have content in the functions that can be used for instruction or assessment so do not lose this content. It can be merged into the district curriculum template.
* I listed only the verb portion of the function for now. It’s hard to be precise until the assessments are outlined. The assessments will provide clearer direction on what students will be doing to address the goal.
* There is overlap between the level 1 unit A Balanced Lifestyle and the level 2 unit A Healthy Lifestyle. I’m not sure how you will want to resolve it, but it might make sense to focus more on how they spend their day in level 1 and then focus more on balance/health in level 2. I’ve drafted the unit this way because it seemed that your function statements in level 1 were more about daily routines. The essential question would probably change or you might have 2 questions. You could keep the topic or possibly switch to Daily Life and then use All Work and No Play in level 2.
* For the last unit, I added in both past and simple future as time frames. That would be something that you would want to discuss, but both should be considered and both are possible.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level 2 – Middle and High School**  **Intermediate Performance Range** | | | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| **AP Theme** | Personal and Public-Identities | Contemporary Life | Personal and Public-Identities | Global Challenges | Global Challenges | Global Challenge |
| **Topic** | The “Selfie” | Home and Shelter | Memories | Healthy lifestyle | Go Green | Food and hunger |
| **Essential Question** | Who is the real me? | How much space do we need? What makes a house a home? | What are our stories? | What does it mean to be healthy? | How do our actions impact the environment? | What does the world eat? |
| **Unit Goals**  *Learners will be able to:* | * Describe their public and private identities and the identities of others * Comment on personal and cultural stereotypes and compare character traits across cultures * Describe others using positive and negative character traits. * Describe the selfies and self-portraits of others commenting on what is seen and what is known * Share opinions on the advantages and disadvantages of social media identities * Tell the story of when a particular selfie/image was taken * Explain who you are if “we are what we do”. * Explain why “beauty is only skin deep” giving an example from a movie or personal experience | * Compare types of housing around the world * Describe favorite personal spaces within and beyond homes * Discuss the issues of the homeless – the basic right to shelter * Identify places of shelter of earlier civilizations * Compare bedrooms of children from around the world | * Tell and retell their stories * Tell the story of a current event * Support an opinion about why you like/don’t like a particular movie or type of story * Describe characters in stories * Retell the story of legends, myths, and/or movies from various cultures * Describe the story conveyed by a work of art * Discuss characteristics of good stories/movies * Identify cultural elements in stories or films | * Talk about activities that help maintain a healthy lifestyle * Name healthy and unhealthy snacks in different cultures; say why a certain food is healthy/unhealthy * Compare typical breakfasts/lunches with regard to health * Compare and contrast food pyramid/plates to say what healthy eating looks like in different cultures * Explore health and wellness websites to identify elements of a balanced lifestyle here and in (country). * Compare lifestyles of teenagers to teenagers in (country) in terms of balance. * Make recommendations for ways to create or maintain a balance lifestyle. |  |  |
| **Functions**  *Learners will be:* |  |  |  |  |  |  |

**Level 2 Comments:**

* **Unit 1** - This should work well at both the middle and high school. It is a unit that allows for review of level 1 topics in a new context. The topics will also allow teachers to get to know their students.
* **Unit 2** - This is a unit that can be taught in both middle and high school, but it should not be limited to teaching rooms of the house and furniture. Both middle and high school students are pretty far removed from caring about the home in that way. I do like your suggestions for comparing housing. This might be a Housing and Shelter unit with more focus on the need for shelter, what makes a home a home, etc. There is also a great series of images for comparing bedrooms of the world. I would suggest a change in the essential question.
* **Unit 3** - This is a good unit and is well placed to bring in key focus on past time frames. Since it is placed during the holiday season it will give students a chance to talk about past celebrations and memories. I do suggest changing the essential question to “our stories”. This brings in the stories of other cultures and keeps the focus beyond “self”.
* **Unit 4** - Healthy Lifestyle would also bring in concept of “balance”. This is well placed given the tendency to make New Year Resolutions. I am assuming from the goals/functions that food will be a major part of this unit.
* **Unit 5** - I think you can do an environmental unit in both middle and high school. This is a unit that must be carefully focused. You don’t want to have a unit that simply lists vocabulary associated with all environmental issues. Endangered species might be a good focus. Another option might be the impact of our actions on clean water, the oceans especially given where you are located. I would change the essential question so that the students see themselves in the issue.
* **Unit 6** - This is always a good unit. One reservation is that you will have done quite a bit of food in Unit 4 for Healthy Lifestyle. Another concern is that you have 3 units dealing with Global Challenges in a row. This could be a unit done in Level 3. If you do want to make a shift, level 1 and 2 has not addressed City Life in any way. This is often a level 2 unit and could create another “vacation” type of unit just before summer.

**Level 3 Comments:**

* Remember that the majority of students in level 3 will be Freshmen. This can mean that some more traditional level 3 units will not be age-appropriate. For example, a unit with a career focus will not be something that is relevant to that age of learner. Such a unit is likely to be better placed in the Junior Year when students are beginning to consider next steps.
* The first unit of level 3 should probably address Personal and Public Identities in some way so that teachers can get to know their students. It should also be a unit that allows for a recycling of vocabulary and structures from level 2. High school teachers will need to plan for a mixed class where the majority of students are likely to be in 9th grade.
* Ideally level 3 students are at Intermediate Low and every unit will attempt to push them to paragraph length moving them into intermediate Mid. Not all students will get there and that is fine. However, it does mean that each unit is going to have to be structured to push the level. For that reason you may want to consider teaching fewer units in more depth. The real challenge is to find units that will be of interest to students so that they will want to “say more”.
* I am including a list of upper level unit possibilities that may be of help.